Summary of 2008 Mathematics Standard Changes

GRADE 2			
Removed POs	**POs Moved to a Different Grade Level**	**POs Moved within the Grade Level or from another Grade Level**	**New POs**
M02-S1C2-07 (2003) Select the grade-level appropriate operation to solve word problems. **(This skill is required throughout the standard.)**	M02-S1C1-12 (2003) Use ordinal numbers. MOVED to M01-S1C1-05 (2008)	M02-S1C1-06 (2003) MOVED to M02-S3C3-01 (2008) Record equivalent forms of whole numbers to 1000 by constructing models and using numbers.	M02-S1C1-03 (2008) Identify numbers which are 100 more or less than a given number to 900.
M02-S1C2-09 (2003) Count by multiples of three.	M02-S1C1-14 (2003) Make models that represent given fractions (halves and fourths). MOVED to M03-S1C1-05 (2008)	M02-S1C1-18 (2003) MOVED to M02-S1C2-01 (2008) Solve contextual problems using multiple representations involving • addition and subtraction with one- and/or two-digit numbers, • multiplication for 1s, 2s, 5s, and 10s, and • adding and subtracting money to $1.00.	M01-S1C2-07 (2008) Describe the effect of operations (addition and subtraction) on the size of whole numbers.

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M02-S1C2-13 (2003) Apply the symbols: +, -, x, ÷, =, ≠, <, >, %. **(Removed x, ÷, %)**	M02-S1C1-15 (2003) Identify in symbols and words a model that is divided into equal fractional parts (halves and fourths). MOVED to M03-S1C1-05 (2008)	M02-S1C2-13 (2003) MOVED to M02-S1C1-04 (2008) Compare and order whole numbers through 1000 by applying the concept of place value. MOVED to M02-S3C3-02 (2008) Compare expressions using spoken words and the symbols =, ≠, <, and >. MOVED to M02-S3C3-03 (2008) Represent a word problem requiring addition or subtraction through 100 using an equation. MOVED to M02-S3C3-04 (2008) Identify the value of an unknown number in an equation involving an addition or subtraction fact.	M02-S1C3-01 (2008) Use estimation to determine if sums of two 2-digit numbers are more or less than 20, more or less than 50, or more or less than 100.
M02-S1C2-14 (2003) Use grade-level appropriate mathematical terminology. **(This skill is used throughout the standard).**	M02-S1C1-19 (2003) Compare two decimals using money, through hundredths, using models, illustrations, or symbols. MOVED to M04-S1C1-04 (2008)	M02-S1C3-02 (2003) and M02-S1C3-03 MOVED to M02-S4C4-02 (2008) Apply measurement skills to measure the attributes of an object (length, capacity, weight).	M02-S2C3-02 (2008) Solve a variety of problems based on the addition principle of counting.

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M02-S2C1-01 (2003) Formulate questions to collect data in contextual situations.	M02-S1C1-20 (2003) Distinguish the equivalency among decimals, fractions and percents (e.g., half-dollar = 50¢ = 50%). MOVED to M05-S1C1-01 (2008)	M02-S4C1-03 (2003) MOVED to M02-S4C2-01 (2008) Identify, with justification, whether a 2-dimensional figure has lines of symmetry.	M02-S2C4-02 (2008) Build vertex-edge graphs using concrete materials and explore properties of vertex-edge graphs • number of vertices and edges, • neighboring vertices, and • paths in a graph
M02-S5C2-01 (2003) Identify the concepts *some, every*, and *many* within the context of logical reasoning.	M02-S1C2-15 (2003) Demonstrate addition of fractions with like denominators (halves and fourths) using models. MOVED to M04-S1C2-01 (2008)	M02-S4C4-03 (2008) Read temperatures on a thermometer using Fahrenheit and Celsius. MOVED from M03-S4C4-05 (2003)	M02-S2C4-03 (2008) Construct simple vertex-edge graphs from simple pictures or maps.
M02-S5C2-02 (2003) Identify the concepts *all* and *none* within the context of logical reasoning.	M02-S1C2-16 (2003) Demonstrate subtraction of fractions with like denominators (halves and fourths) using models. MOVED to M04-S1C2-01 (2008)	M02-S5C1-01 (2003) MOVED to M02-S1C2-05 (2008) Create and solve word problems based on addition and subtraction of two-digit numbers.	M02-S3C3-03 (2008) Represent a word problem requiring addition or subtraction through 100 using an equation.
	M02-S1C3-01 (2003) Solve problems using a variety of mental computations and reasonable estimation. MOVED to M03-S1C3-01 (2008)		M02-S5C2-01 (2008) Identify the question(s) asked and any other questions that need to be answered in order to find a solution.

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	M02-S1C3-03 (2003) Compare an estimate to the actual measure. MOVED to M03-S4C4-02 (2008)		M02-S5C2-02 (2008) Identify the given information that can be used to find a solution.
	M02-S1C3-04 (2003) Evaluate the reasonableness of an estimate. MOVED to M03-S1C3-01 (2008)		M02-S5C2-03 (2008) Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.
	M02-S2C2-01 (2003) Name the possible outcomes for a probability experiment. MOVED to M04-S2C2-01 (2008)		M02-S5C2-04 (2008) Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	M02-S2C2-02 (2003) Predict the most likely or least likely outcome in probability experiments (e.g., Predict the chance of spinning one of the 2 colors on a 2-colored spinner.). MOVED to M04-S2C2-01 (2008)		M02-S5C2-05 (2008) Explain and clarify mathematical thinking.
	M02-S2C2-03 (2003) Predict the outcome of a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		M02-S5C2-06 (2008) Determine whether a solution is reasonable.

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	M02-S2C2-04 (2003) Record the data from performing a grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M02-S2C2-05 (2003) Compare the outcome of an experiment to predictions made prior to performing the experiment. MOVED to M05-S2C2-02 (2008)		
	M02-S2C2-06 (2003) Compare the results of two repetitions of the same grade-level appropriate probability experiment. MOVED to M05-S2C2-02 (2008)		
	M02-S3C4-01 (2003) Identify the change in a variable over time (e.g., an object gets taller, colder, heavier). MOVED to M04-S3C4-01 (2008)		
	M02-S3C4-02 (2003) Make simple predictions based on a variable (e.g., a child's height from year to year). MOVED to M04-S3C4-01 (2008)		

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	M02-S4C1-02 (2003) Recognize congruent shapes. MOVED to M04-S4C1-05 (2008)		
	M02-S4C2-01 (2003) Recognize same shape in different positions (flip/reflection). MOVED to M03-S4C2-01 (2008)		
	M02-S4C4-04 (2003) Determine the passage of time using units of days and weeks within a month using a calendar. MOVED to M03-S4C4-01 (2008)		